

SSC MENU MODULE EXEMPLAR

Please note that the red text below denotes instructions while black text illustrates an exemplar

2. Breast Cancer: who lives and who dies? **NO MORE THAN 10 WORDS**

SSC Supervisor:	Mr John Meechan
Hospital/Organisation:	Queen Elizabeth University Hospital
Specialty:	Surgery
Available in:	Year 3 (Phase 4)
Number of students:	8

Overall Aim: **1 or 2 BULLET POINTS**

The overall aims of the module should encapsulate the intentions of the SSC supervisor (i.e. overall purpose).

- The student will gain a broad experience of breast cancer. This will include all aspects of care from diagnosis and staging through to both the surgical and oncological treatment of the disease.
- The student will further their knowledge of the pre-clinical aspects of the disease through reading of current research and spending time in affiliated laboratories in the Institute of Cancer Sciences.

Objectives/Outcomes: **4 OR MORE BULLET POINTS**

Educational objectives should inform the students of what they ought to be able to do as a result of the SSC learning experience/activities. Verbs should be in the active case (e.g. explain, identify, describe, analyse, communicate, demonstrate). Avoid the passive case (e.g. understand, be aware of, appreciate, recognise) and should avoid being statements of belief or philosophy.

Also please note objectives should be assessable/examinable and further examples are in the Appendix at the end.

- To identify the salient scientific and clinical issues from a review of the literature on breast cancer
- To describe the clinical presentation of breast cancer and describe how it is investigated and staged
- To explain the surgical and oncological treatments offered and decision-making employed in choosing breast cancer treatment
- To describe the impact of a diagnosis of breast cancer on the patient
- To analyse a specific area of current research from the breast cancer database
- To demonstrate a professional attitude/behaviour throughout the SSC module

Module Description/Outline: **ONE OR TWO PARAGRAPHS PROVIDING AN OVERVIEW**

This module will allow the students to gain a comprehensive grounding in the current surgical treatment of patients with breast cancer as well as obtaining some insight into potential future developments. The students will also learn first-hand how breast cancer patients are managed by the multi-disciplinary team and explore other aspects of current breast cancer management. In parallel, using data from the Department of Surgery's breast cancer database, the students will undertake a small audit in investigating the challenge in predicting outcome in breast cancer.

Assessment will be in the form of a written report (on a topic which will be mutually decided), a departmental oral presentation and supervisors assessment which will be based on interest, motivation, reliability and attendance etc.

Timetable of Events:

- Week 1 & 2: Attend outpatient clinics, ward rounds, theatre sessions and start literature review
- Week 2/3: Mid-block meeting with supervisors to discuss progress
- Week 3 & 4: Continue to attend clinical sessions, have one-to-one sessions with allied specialists (e.g. nurses, oncologists, pathologists) and examine clinical data using appropriate statistical analysis
- Week 5: Oral presentation and write up report for submission before midnight on Friday

OR

Weekly attendance at the following:

- 1 clinic, 1 lumpectomy/mastectomy theatre list, 1, 1 departmental and MDT meeting, with ward rounds interspersed
- Mid-block meeting with supervisors to discuss progress
- Throughout the five week block, sessions with breast care nurse specialists, radiologists, oncologists and pathologists will be arranged
- A short audit will be undertaken during week 3 of the block
- Time not attending clinical sessions will be spent either in Institute of Cancer Sciences or self-learning
- Time in the final week will be dedicated to a departmental oral presentation and submission of the final report

Resources:

Online journals, textbooks, National guidelines, databases, hospital clinics. ward rounds, theatre list, case notes, Department educational meetings, tutorials on breast cancer, pathology sessions, Doctors, nurses and other healthcare staff.

Assessment: **COMMON EXAMPLES OF ASSESSMENT BREAKDOWNS ARE SHOWN BELOW**

Supervisors Assessment/Judgement	20%
Oral Presentation (15mins including answering questions)	20%
Individual Written Report (3000 words)	60%

OR

Supervisors Assessment/Judgement	20%
Individual Written Report (4000 words)	80%

OR

Supervisors Assessment//Judgement	20%
Two Case with Reflection (Total 2000 words)	40%
Individual Written Report (2000 words)	40%

Of course, other types of assessment instruments can be used such as lab book, literature review, reflective portfolio, blog, website, learning resource etc. For these, like the above regular used methods the **weighting suggestion is 1000 words for every 20% of written work**

Please note, that it is good practice for all SSCs to use at least two assessment techniques and the methods used be appropriate for assessing the learning outcomes of the SSC. Supervisor's assessment of 20% should be considered for clinical placements to ensure that an element of professionalism is assessed in the modules although we appreciate that; this may not be possible in modules that take large numbers of students. At least 60% of the assessment must be in a form accessible to the External Examiners (e.g. written report, case reports with reflections, lab books, etc.). Ideally, the main assessment tool should be a properly referenced report/dissertation/essay/audit (3000-4000 words depending on the other assessment weighting). If case reports are used, then each must be accompanied by a reflective commentary with a suggested word count of 1000 words in total for each.

Contact:

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Appendix

How to write aims and objectives

What are 'Aims'?

The 'aim' of a PBL, laboratory, tutorial exercise, or lecture states the *intentions* of the 'teacher' or designer of the exercise. For any one element it should be possible to convey the aim in a sentence.

What are 'Objectives'?

Objectives should inform the students of what they ought to be able to *do* as a result of the learning experience/activities.

(i.e. verbs should be in the active case. Avoid the passive case e.g. understand, be aware of, know (a fact), appreciate, recognise).

Objectives should *not* be statements of belief/philosophy/fact.

Objectives should be assessable (examinable) and that which is assessed should be clearly stated as an objective.

Examples of 'good' constructions for objectives:

analyse data/information --

argue the pros and cons of –

calculate the caloric intake –

communicate with the block leader through the internet

demonstrate how to resuscitate a patient

describe the purpose of

design an improved case record sheet

dissect out the nerve from Tom's thumb

draw a diagram/paint a picture

dress a wound

examine a slide to determine whether tissue is normal

explain the safety implications

identify a specimen/tissue

interview a patient to establish ---

list the complications of diabetes

measure bloodpressure

observe and report upon the behaviour/reaction

outline the main features of ----

prepare an agenda/spreadsheet

research the library catalogues for information

sterilise the environment

summarize the findings in a paper/report

24 Oct 2019